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## **Educational Policies Committee Program Proposal, Emma Eccles Jones College of Education and Human Services, March 31, 2017 – Bachelor of Science in Nursing**

Utah State University

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**Utah System of Higher Education  
New Academic Program Proposal  
Cover/Signature Page - Full Template**

Institution Submitting Request: Utah State University  
 Proposed Program Title: Bachelor of Science in Nursing  
 Sponsoring School, College, or Division: College of Education and Human Services  
 Sponsoring Academic Department(s) or Unit(s): Department of Nursing and Health Professions  
 Classification of Instructional Program Code<sup>1</sup> : 51.1601

Min/Max Credit Hours Required to Earn Degree: 120 / 120

Proposed Beginning Term<sup>2</sup>: Fall 2017

Institutional Board of Trustees' Approval Date: January 6, 2017

**Program Type (check all that apply):**

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input checked="" type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/>	Professional Bachelor Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Professional Master Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Doctoral Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program

**Chief Academic Officer (or Designee) Signature:**

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Laurens H. Smith Date: 01/04/17

☐ I understand that checking this box constitutes my legal signature.

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

<sup>3</sup> Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

**Utah System of Higher Education  
Program Description - Full  
Template**

**Section I: The Request**

Utah State University requests approval to offer the following Baccalaureate degree(s): Bachelor of Science in Nursing effective Fall 2017. This program was approved by the institutional Board of Trustees on January 6, 2017.

**Section II: Program Proposal**

**Program Description**

The state of Utah and the United States are facing another nursing shortage. According to the U.S. Department of Labor, Bureau of Labor Statistics, employment for nurses will increase from 2.86 million to approximately 3.4 million jobs between 2012 and 2022, more than a twenty percent increase. At the same time, over half a million registered nurses are projected to leave the workforce. In Utah, the Department of Workforce Services also anticipates a rise in registered nurse job openings. Annually, nearly one thousand openings for registered nurses are anticipated over the next 17 years.

With the increased need for registered nurses comes a call for nurses with more training. Newly graduated nurses with Associate's degrees (ADN) are still being hired in many facilities, but jobs are not as easy to find for new graduates from ADN programs. More nurses with Bachelor's degrees are being hired by the health care industry than in the past. The Department of Workforce Services notes in their employment projections that registered nurses with Bachelor's degrees in nursing (BSN) will have better job prospects than nurses who do not have Bachelor's degrees.

In its Future of Nursing report in 2011, the Institute of Medicine recommended that 80% of registered nurses have a baccalaureate degree by 2020. The report noted that:

"The ways in which nurses were educated during the 20th century are no longer adequate for dealing with the realities of health care in the 21st century. As patient needs and care environments have become more complex, nurses need to attain requisite competencies to deliver high-quality care. These competencies include leadership, health policy, system improvement, research and evidence-based practice, and teamwork and collaboration, as well as competency in specific content areas such as community and public health and geriatrics. Nurses also are being called upon to fill expanding roles and to master technological tools and information management systems while collaborating and coordinating care across teams of health professionals. To respond to these increasing demands, the IOM committee calls for nurses to achieve higher levels of education and suggests that they be educated in new ways that better prepare them to meet the needs of the population."

The state of Utah only has two USHE institutions that offer a pre-licensure Bachelor's degree for people planning on becoming registered nurses: Southern Utah University and University of Utah. These nursing programs produce excellent graduates who help meet the growing need for Bachelor's prepared registered nurses. Each year many qualified students who apply are not admitted into either nursing program due to limited capacity. In 2015, the Associate Dean at the University of Utah College of Nursing said that 128 students were admitted of the 300 qualified for admission. Even if these two programs could take 50% more students, they cannot meet Utah's student demand or health care industry needs.

Seeing an industry shortage in Bachelor's prepared nurses and a lack of capacity to educate potential students at

this level, Utah State University proposes to offer a Bachelor of Science in Nursing (BSN) degree to be housed on the Logan campus. Similar to many BSN programs, the proposed program will consist of eight semesters of education. The first two years will include pre-nursing and general education courses followed by two years of content that is focused on more specific nursing related issues such as pediatrics, women's health, medical-surgical nursing, and community health. Students will enter and progress through the program in cohort groups. Graduates of the program will be eligible to take the National Council of State Boards of Nursing NCLEX-RN examination for licensure in the state of Utah. Although BSN-prepared registered nurses may work in similar facilities and positions as associate degree-prepared registered nurses, registered nurses with a BSN degree typically have more responsibility, higher salaries, and greater opportunities for supervisory/managerial roles. Graduates of the program will be prepared to advance their education to become advanced practice nurses, nurse educators, clinical nurse specialists, and nurse administrators.

### **Consistency with Institutional Mission**

The mission of Utah State University is to be a premier student centric university that serves the Utah public through learning, discovery, and engagement. This BSN program will achieve that mission by providing students with greater accessibility to nursing education in the state.

## **Section III: Needs Assessment**

### **Program Rationale**

With the merger of the College of Eastern Utah in 2010, Utah State University obtained accredited nursing programs. Since that time, students have been able to prepare to become licensed practical nurses (LPNs) through a certificate program and registered nurses (RNs) through USU's AAS (Applied Associate of Science) degree program. The practical nursing certificate and AAS in nursing programs have served the students and the communities of Eastern Utah for many years. USU currently offers AAS in nursing courses to prepare students for the national licensure exam and careers as RNs at three locations: Blanding, Price, and Vernal. A USU nursing program is not offered in Logan. However, USU has had a collaborative agreement with Weber State University to offer an Associate's degree in nursing (ADN) enabling students to take nursing courses on the Logan campus. This agreement has well served USU and the students interested in nursing. WSU is discontinuing its ADN program on the USU Logan campus and has admitted its last Associate's degree in nursing cohort at this location. The final cohort of WSU ADN students will graduate in May of 2017. Weber State University will continue to have a presence in the Logan area educating LPNs to be prepared for careers as RNs through the completion of an Associate's degree.

The community is in need of additional RNs to provide high quality health care. The Department of Nursing and Health Professions administrators have met with local health care industry leaders, such as the Chief Nursing Officer at the Logan Regional Medical Center (a letter of support is attached in Appendix E). The health care industry leaders who have been contacted support the offering of a Bachelor's degree nursing program in Logan as it will assist in meeting their needs for qualified nurses.

An additional benefit of the USU Bachelor's degree in nursing program will be the ability to help strengthen the existing USU nursing programs. BSN program faculty and staff would provide additional expertise and support to benefit all USU nursing programs including those in the eastern part of the state. Further, a USU BSN program would provide potential pathways for future nurses to become faculty members or explore other nursing career paths.

### **Labor Market Demand**

According to the Utah Department of Workforce Services, the registered nursing occupation "is expected to experience faster than average employment growth with a high volume of annual job openings." The Utah Department of Workforce Services also projects job opportunities for registered nurses to be good. As previously mentioned, the Department projects a need for 970 openings for registered nurses in the state of Utah each year between 2012 and 2022. The Department notes that "generally, registered nurses with at least a Bachelors (sic) degree in nursing (BSN) will have better job prospects than those without one." This claim that a Bachelor's degree improves job prospects is supported by organizations such as Intermountain Healthcare and the Veterans Administration. Currently, Intermountain Healthcare facilities are giving preference to hiring registered nurses who have BSNs over those who do not. Similarly, the Veterans Administration does not hire RNs unless they have a bachelor's degree or higher.

Nurses need to have at least a Bachelor's degree to go on to most advanced practice nursing careers such as nurse midwife, nurse practitioner, and nurse anesthetist. Nurses with specialized training in these areas are highly recruited and needed particularly in rural areas. Currently, the Utah Department of Workforce Services rates the nurse practitioner occupation at the highest level for employment due to demand and wages. The Department expects that this occupation will have faster than average growth with a 4.7% annual rise in job opportunities.

In addition to needing Bachelor's prepared nurses to care for the community, Bachelor's- and higher-prepared nurses are needed to become nursing faculty as there are state and national shortages of nursing faculty according to the American Association of Colleges of Nursing. The Utah Department of Workforce Services projects the need for postsecondary nursing instructors and teachers will experience a much faster than average employment growth over the next several years. Some of the need is due to replacement of retiring faculty and the growth in nursing education. Nurses who want to become instructors are expected to have more training than is offered in an Associate's degree. Clinical instructors must have a Bachelor's degree or higher to teach in Utah's accredited colleges and universities. A Master's degree at a minimum is required for most full-time faculty positions. A BSN program will open the door for nurses who want to fill the growing number of faculty and instructional roles.

### **Student Demand**

The American Association of Colleges of Nursing calculated that in the 2013-2014 academic year, over fifty thousand qualified applicants to Baccalaureate programs were not accepted due to lack of program capacity. According to the National League for Nursing, over 35% of qualified program applicants are not admitted to BSN programs. This indicates a substantial demand for BSN programs.

Each year hundreds of USU Logan campus students identify themselves as pre-nursing majors even though USU Logan does not have a nursing program in Logan. The large number of pre-nursing students already on campus will create competitive admissions for program entry.

### **Similar Programs**

Only two USHE institutions have four-year pre-licensure Bachelor's of nursing programs: University of Utah and Southern Utah University. There are other USHE universities and colleges that offer Associate's degrees and/or Bachelor's completion programs in nursing, which may take longer to complete. It is anticipated the planned twenty seats will be filled with stellar students without making a substantial impact on admissions at Southern Utah University or the University of Utah.

### **Collaboration with and Impact on Other USHE Institutions**

This proposed program should have minimal, if any, impact on other USHE institutions as there is an overabundance of qualified students applying to existing BSN programs. Statistics from Mountain Measurement,

Inc., indicate that approximately 40% of qualified nursing program applicants (both ADN and BSN) at USHE institutions are not admitted due to lack of program capacity. Therefore, creation of this program should not limit the ability of existing programs to continue to fill their seats with high achieving students.

Program planning has included closely aligning USU BSN program curriculum with the University of Utah and Southern Utah University nursing programs. Having similar pre-requisites will enable students who are not admitted into one program to qualify for admission to another. Both the USHE BSN programs acknowledge an increased need for additional BSN education in Utah and have been supportive of the USU BSN. Support letters from Southern Utah University and University of Utah nursing leadership can be found in Appendix E.

### **External Review and Accreditation**

In developing the curriculum, a variety of nursing education standards were reviewed, including the "The Essentials of Baccalaureate Education for Professional Nursing Practice" by the American Association of Colleges of Nursing, and "Quality and Safety Education for Nurses" comprehensive competencies from the National Institute of Nursing Research. The National Registered Nurse Licensing Exam-RN (NCLEX-RN) Detailed Test Plan also was taken into consideration in building the curriculum as well as criteria required by the Accreditation Commission for Education in Nursing (ACEN). Approval for implementation of the program will be sought from the Utah State Board of Nursing.

The Utah State University PN and ADN programs currently are accredited by ACEN. USU will apply for candidacy for ACEN accreditation for the BSN program once the program has received Board of Regents and NWCCU approval. The Utah Nurse Practice Act also was reviewed and used in the curricular development. Other nursing curricula from similar universities within the state and region were evaluated and considered in developing the course plan. In addition, a national curriculum expert, Dr. Liz Close, provided input on how to improve the BSN plan of study.

## **Section IV: Program Details**

### **Graduation Standards and Number of Credits**

Students will complete the program in eight semesters or 120 credits. Courses meet the baccalaureate degree requirements mandated by USHE, and fall within acceptable guidelines of the Accreditation Commission for Education in Nursing. Students will be required to achieve a C or better in each nursing course for graduation from the program.

### **Admission Requirements**

To be admitted to the program, students will be required to:

- Have an overall GPA of 3.0 or higher;
- Complete each prerequisite course with a grade of B- or higher;
- Achieve an acceptable score on the ATI-Test of Essential Academic Skills for nursing and other health professions;
- Write an essay on the meaning of professional nursing, nursing's contribution to health care, and their goals as a professional nurse; and
- Submit three letters of recommendation.

### **Curriculum and Degree Map**

Refer to Appendix A for a list of courses and Appendix B for a program Degree Map, or graduation plan.

## **Section V: Institution, Faculty, and Staff Support**

### **Institutional Readiness**

USU has made nursing education programs a priority and provided extensive support and resources for the current nursing programs. This includes the formation of a Department of Nursing and Health Professions, which was approved by the State Board of Regents in July 2014. The Department of Nursing and Health Professions includes a Director of Nursing Programs, Dr. Carole Grady, who will serve as the program administrator for the proposed BSN program. The Department of Nursing and Health Professions is in the Emma Eccles Jones College of Education and Human Services. This College is well situated to handle the proposed nursing program, as it is currently the home for many clinical and human service programs. Courses were chosen to meet the specific curriculum outcomes and to fulfill the USHE criteria for graduation. The pre-requisite and support courses for the program are in place and offered regularly through USU at the Logan campus. There is currently a temporary clinical space established that has served the RN program where Weber State University delivers clinical training on the Logan campus. Beginning in January 2018 the BSN will occupy clinical laboratory space in the new Clinical Excellence Building currently under construction with a scheduled opening date of November 2017. This facility will provide several simulation rooms plus a general skills lab encompassing the didactic classroom and debriefing spaces.

### **Faculty**

Faculty will be in place to support the program. Three full-time faculty, one of whom also will have program coordination responsibilities, will be hired for the first year of the program. Two part-time faculty also will be utilized during the first year of the program for supervision of practicum experiences in clinical settings. An additional two full-time faculty and two part-time clinical instructors will be needed as the program begins its second year when there will be two cohorts of students in the program.

### **Staff**

Existing administrative staff and advisors are in place in the Department of Nursing and Health Professions to support the program. Secretarial support will be provided by the current staff assistant position in the Department of Nursing and Health Professions.

### **Student Advisement**

A full-time advisor currently works for the department and will continue to provide student advising in nursing. It is projected that this advisor will adequately meet the needs of students in the program.

### **Library and Information Resources**

The library resources are adequate to address the needs of the proposed BSN program including an abundance of online databases through the Merrill-Cazier Library providing access to leading nursing and health care journals.

### **Projected Enrollment and Finance**

Refer to Appendix D for projected enrollment and information on related operating expenses and funding sources.



## Section VI: Program Evaluation

### Program Assessment

The Accreditation Commission on Nursing Education requires program review on a regular, continuing basis. As application for accreditation candidacy status is made to ACEN, the program will develop a systematic plan of evaluation that addresses achievement of program outcomes (NCLEX-RN licensure exam first-time pass rates, graduation rates, and employment rates) and student learning outcomes. The systematic plan of evaluation will be used to guide decision-making in the program and provide a mechanism for continuous program assessment and quality improvement.

Program outcomes and expected levels of achievement are:

- NCLEX-RN licensure exam first-time pass rates: 80% or better of program graduates within the same 12-month period will pass the NCLEX-RN licensure exam on the first attempt.
- Graduation rates: 90% of students who begin the first nursing course will graduate from the BSN program within 6 semesters.
- Employment rates: 90% of program graduates will be employed as an RN within 6 to 12 months following graduation, or enrolled in a graduate nursing education program.

Upon completion of the BSN program, students will be able to:

1. Incorporate knowledge from the arts, humanities and sciences in the planning and provision of professional nursing care across the lifespan and continuum of health care environments.
2. Integrate reliable evidence from multiple perspectives to inform safe practice and make reasonable clinical decisions.
3. Manage data, information, and technology to inform and guide nursing practice.
4. Integrate leadership and management skills, and knowledge of health care policy, regulatory processes, and cost effectiveness for the improvement of quality care and patient safety.
5. Utilize interpersonal and inter-professional communication in collaboration for the promotion of optimal health for individuals, families, communities, and populations.
6. Apply principles of health promotion and disease prevention to the care of individuals, families, communities, and populations.
7. Apply ethical and legal standards of professional nursing including professional accountability and responsibility in the provision of nursing care.

### Student Standards of Performance

Assessment of student performance will include formative and summative measures. Examples include but are not limited to the following:

- Formative: concept maps, quizzes, interval exams, group presentations, weekly clinical evaluation tools, Assessment Technology Institute (ATI) standardized tests, evidence-based practice/research papers, communication rubrics
- Summative: comprehensive final exams, final clinical evaluation tool, ATI NCLEX-RN Content Mastery and Predictor tests, capstone project, NCLEX-RN exam pass rates



## Appendix A: Program Curriculum

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			15
Required Courses			
NURS 3010	x	Nursing Health Assessment	1
NURS 3015	x	Nursing Health Assessment Lab	1
NURS 3020	x	Fundamentals of Nursing	2
NURS 3025	x	Fundamentals of Nursing Lab	2
NURS 3030	x	Nursing Management of Care	4
NURS 3035	×	Nursing Management of Care Practicum	3
NURS 3040	×	Pharmacology of Health Care	3
NURS 3210	×	Population Health & Prevention	3
NURS 3215	×	Population Health & Prevention Practicum	2
NURS 3220	×	Family Nursing Through the Lifespan	4
NURS 3225	×	Family Nursing Through the Lifespan Practicum	2
NURS 3230	×	Evidence Based Health Care	3
NURS 3240	×	Health Information Management & Technology	2
NURS 4010	×	Leadership, Management, & Policy in Health Care	4
NURS 4015	×	Leadership, Management, & Policy in Health Care Practicum	2
NURS 4020	×	Nursing Management of Care 2	4
NURS 4025	×	Nursing Management of Care 2 Practicum	4
NURS 4210	×	Nursing Capstone	2
NURS 4215	×	Nursing Capstone Practicum	4
BIOL 2520	×	Pathophysiology	3
BIOL 2320	×	Human Anatomy	4
BIOL 2420	×	Human Physiology	4
BIOL 2060	×	Elementary Microbiology	4
PSY 1010		General Psychology	3
BIOL 1010		Biology and the Citizen	3
STAT 1040		Intro to Stats	3
FCHD 1500		Human Development over the Lifespan	3
CHEM 1110		General Chemistry 1	4
CHEM 1120		General Chemistry	4
CHEM 1125		General Chemistry Lab	1
NDFS 1020		Nutrition	3
CI of Choice		Communicative Intensive (suggest HEP 3600, 5000, or 5100)	3
DHA of Choice		Depth Humanities & Creative Arts	2

Course Number	NEW Course	Course Title	Credit Hours
PSY 3210		Abnormal Psychology	3
Required Course Credit Hour Sub-Total			99
Elective Courses			
		Electives	6
Elective Credit Hour Sub-Total			6
Core Curriculum Credit Hour Sub-Total			120

#### Program Curriculum Narrative

NA

## Appendix B: Degree Map

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
PSY 1010 Gen Psychology (BSS)	3	Breadth Creative Arts Course of choice	3
ENGL 1010 Intro to Writing (CL1)	3	FCHD 1500 Human Development over lifespan	3
BIOL 1010 Biology and the Citizen (BLS)	3	BIOL 2320 Human Anatomy	4
STAT 1040 Intro to Stats (QL)	3	CHEM 1110 General Chemistry I (PBS)	4
Elective	3	Elective	1
Total	15	Total	15
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
BIOL 2420 Human Physiology	4	ENGL 2010 Intermediate Writing (CL2)	3
BIO 2060 Elementary Micro	4	BIOL 2520 Pathophysiology	3
Breadth American Institutions course	3	CHEM 1120 General Chemistry (BPS/Explora)	4
Breadth Humanities course	3	CHEM 1125 General Chemistry Lab	1
Elective	1	NDFS 1020 Nutrition (BLS/Exploratory)	3
		Elective	1
Total	15	Total	15
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
NURS 3010 & 3015 Nursing Health Assessm	2	NURS 3210 Population Health & Prevention	3
NURS 3020 & 3025L Fundamentals of Nursing	4	NURS 3215 Population Health & Prevention P	2
NURS 3040 Pharmacology in Health Care	3	NURS 3220 Family Nursing Through the Lifes	4
NURS 3030 Nursing Management of Care 1	4	NURS 3225 Family Nursing Through the Lifes	2
NURS 3035 Nursing Management of Care 1 P	3	NURS 3230 Evidence Based Health Care	3
		NURS 3240 Health Information Management &	2
Total	16	Total	16
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
NURS 4010 Leadership, Management, & Poli	4	NURS 4210 Nursing Capstone	2
NURS 4015 Leadership & Man, & Policy in H	2	NURS 4215 Nursing Capstone Practicum	4
NURS 4020 Nursing Management of Care 2	4	Communicative Intensive (suggest HEP 3600,	3
NURS 4025 Nursing Management of Care 2 P	4	Depth Humanities & Creative Arts	2
		PSY 3210 Abnormal Psychology (DSS)	3
Total	14	Total	14

## Appendix C: Current and New Faculty / Staff Information

### Part I. Department Faculty / Staff

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate			1	
Faculty: Part Time with Doctorate				
Faculty: Full Time with Masters				
Faculty: Part Time with Masters				
Faculty: Full Time with Baccalaureate				
Faculty: Part Time with Baccalaureate				
Teaching / Graduate Assistants	////	////		
Staff: Full Time			2	
Staff: Part Time				

### Part II. Proposed Program Faculty Profiles

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Carole	Grady	Other	EdD	Utah State University	50%	Prof Pract
Part Time Faculty							

### Part III: New Faculty / Staff Projections for Proposed Program

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate		2		PhD, with Masters in Nursing	100%
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters			2	BSN with Masters in Nursing	100%
Faculty: Part Time with Masters			4	BSN with Master's in Nursing	100%
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time					
Staff: Part Time	////	////			

## Appendix D: Projected Program Participation and Finance

### Part I.

*Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.*

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Student Data</b>						
# of Majors in Department	41	70	105	120	130	135
# of Majors in Proposed Program(s)		20	50	60	60	60
# of Graduates from Department	30	35	60	70	75	80
# Graduates in New Program(s)		0	20	30	30	30
<b>Department Financial Data</b>						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<b>EXPENSES – nature of additional costs required for proposed program(s)</b>						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)		\$241,760	\$483,520	\$483,520		
Operating Expenses (equipment, travel, resources)		\$345,500	\$11,000	\$10,000		
Other: accreditation		\$6,500	\$6,500	\$2,600		
<b>TOTAL PROGRAM EXPENSES</b>		\$593,760	\$501,020	\$496,120		
<b>TOTAL EXPENSES</b>		\$593,760	\$501,020	\$496,120		
<b>FUNDING – source of funding to cover additional costs generated by proposed program(s)</b>						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation		\$593,760	\$501,020	\$496,120		
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
<b>PROPOSED PROGRAM FUNDING</b>		\$593,760	\$501,020	\$496,120		
<b>TOTAL DEPARTMENT FUNDING</b>		\$593,760	\$501,020	\$496,120		
<b>Difference</b>						
Funding - Expense	\$0	\$0	\$0	\$0		

## **Part II: Expense explanation**

### **Expense Narrative**

Dr. Carole Grady, Assistant Department Head, will devote .50 FTE to the BSN program. In addition, two PhD, tenure-track faculty, two Masters in Nursing non-tenure track faculty, and four part-time clinical instructors will be hired during the first two years of the program. Other costs that have been identified are associated with acquiring clinical lab equipment including simulation manikins, bringing on the new faculty members such as relocation expenses, start up packages which includes office packages, position advertising and interview travel costs. The initial costs of the ACEN accreditation application also will need to be covered.

## **Part III: Describe funding sources**

### **Revenue Narrative 1**

Several years ago, the Utah State Legislature provided Utah State University with \$1M in ongoing funding to support nursing programs at Utah State University. Initially, funding was used exclusively to support regional campus ADN/RN programs in Vernal, Price, and Blanding. Since that time, programs have been added in Tooele and Moab. Funding from the original appropriation is currently being used to support campus nursing coordinators, while regional campuses provide funding for all other faculty.

A revised budget for the Nursing program was established in July of 2014, when a new Department of Nursing and Health Professions was created in anticipation of starting the BSN on the Logan campus. During the initial two years of program development, not all faculty positions were filled so a surplus from previous years will help cover the cost of clinical laboratory equipment purchases, expenses related to initiation of accreditation and other one-time start-up expenses. Other internal reallocations included reducing administrative costs by having the Department Head in Kinesiology and Health Sciences, Dr. Dennis Dolny, also assume leadership of the Department of Nursing and Health Professions with the help of Assistant Department Head, Dr. Carole Grady. Previously, the Nursing and Health Professions Department in Logan had its own department head and director of nursing. Given these salary savings, the \$1M ongoing legislative appropriation is sufficient to enable us to hire two PhD-level faculty members, one of whom will serve as the Logan campus coordinator, as well as 2 Master's level nursing faculty and several part-time clinical instructors who will be paid by the course.



UNIVERSITY OF UTAH  
COLLEGE OF NURSING

October 22, 2015

Dr. Sandra Nadelson  
Dr. Travis Peterson  
Emma Eccles Jones College of Education  
And Human Services  
2695 Old Main Hill  
Logan, UT 84322-2695

Dear Dr. Nadelson and Dr. Peterson,

Significant evidence demonstrates that having a higher percentage of registered nurses with baccalaureate degrees is associated with improved patient outcomes, shortened lengths of stay, and fewer hospital readmissions. Coupled with the Institute of Medicine's report that challenged our nation to have 80% of our nursing workforce educated at a minimum of the baccalaureate level by 2020, the need for highly educated nurses has never been greater.

Currently, the two Utah state supported universities that have four-year bachelor's degrees cannot continue to provide enough nursing graduates to meet the current and future needs of the state. I am writing to express my full support for Utah State University in Logan to develop and implement a bachelor's of nursing degree program.

Please let me know how I may be of further questions or need assistance.

Sincerely,

A handwritten signature in cursive script that reads "Barbara Wilson".

Dr. Barbara Wilson, RNC-OB  
Associate Dean for Academic Programs  
Associate Professor  
University of Utah College of Nursing





*Department of Nursing*

351 W. University Blvd.

Cedar City, UT 84720

Phone: (435) 586-7915

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[www.suu.edu/cose/nursing](http://www.suu.edu/cose/nursing)

November 13, 2015

Dr. Sandra Nadelson  
Dr. Travis Peterson  
Emma Eccles Jones College of Education  
And Human Services  
2695 Old Main Hill  
Logan, UT 84322-2695

Dear Dr. Nadelson and Dr. Peterson,

The need for nurses who are educated at the bachelor degree level is increasing within the state of Utah and across the nation. This is driven by several factors including research findings which indicate that having a higher percentage of bachelors prepared registered nurses within a medical facility is good for patients, employers, and communities. Because of the improved outcomes, many Utah health care organizations are focusing on hiring of nurses who have a bachelor's degree. This has increased the need of nurses prepared at this level of education.

Southern Utah University began educating bachelor degree prepared nurses in 2004. We have found that an independent program can respond more appropriately to local needs. Additionally, bachelor's prepared nurses are better prepared to meet the needs of patients and to function successfully in complex health care settings.

Because I believe that nurses should be educated at the bachelor degree level and that local education best serves local needs, you have my support for the development and opening of the bachelor of nursing degree at Utah State University in Logan.

Sincerely,

**Donna JALister**

Donna J. A. Lister PhD, APRN, FNP, CNE  
Professor and Chair, Department of Nursing  
Southern Utah University



Wednesday, November 04, 2015

Travis Peterson, Ph.D.  
Department Head  
Department of Nursing and Health Professions  
Utah State University

Mr. Peterson,

This letter is to express my full and enthusiastic support for the establishment of USU's BSN Nursing Program. It is Logan Regional Hospitals desire to be partners in offering appropriate clinical settings and support to the students, and the faculty, as the students pursue their nursing degree at Utah State University.

We view your future program as mutually beneficial to both institutions and we look forward to our association in helping USU see their vision of nursing education come to fruition.

Sincerely,

**Neil C. Perkes, RN, MBA, CPHQ**  
Nursing Administrator  
Logan Regional Hospital  
1400 North 500 East  
Logan, UT 84341  
Office: 435.716.5484 | Cell: 435.760.1015  
[neil.perkes@imail.org](mailto:neil.perkes@imail.org)

